

**CRITERIA AND COMPONENTS FOR AN OFFICER ORIENTATION PROGRAM:
RANK OF LIEUTENANT**

EXECUTIVE DEVELOPMENT

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ABSTRACT

This research project analyzed and identified criteria and components for a standardized orientation program for newly appointed lieutenants. The problem was that within the Derry Fire Department there was a high operational and supervisory error rate with acting officers and probationary lieutenants.

This research employed evaluative research methodology (a) to identify current department requirements for newly appointed and acting lieutenants, (b) to identify the common errors made by newly appointed and acting lieutenants and when those errors occurred, (c) to evaluate the impact an orientation program would have on decreasing those errors, (d) to evaluate how other organizations addressed the orientation of newly appointed supervisors and managers, (e) to evaluate what components should be included in an orientation program, and (f) to identify the appropriate criteria and components that should be utilized for a lieutenant orientation program at the Derry Fire Department.

The procedures used included a literature review, surveys, telephone interviews, and the obtainment of other organizations' orientation programs. Information was evaluated and compared.

The major finding of this research was that orientation programs for officers, especially lieutenants, was an important component to an organization and officer's success. Most newly appointed officers and managers made similar operational and managerial mistakes and that these mistakes were reduced through an orientation to their new role. It was also found that most mistakes occurred during the officer's or

manager's first year after promotion and that orientation programs should be completed during that period.

The recommendations from this research included (a) the implementation of an officer orientation program that is based on the lieutenant job description, (b) the criteria of this program should focus on operational and management components that have been identified as problem areas by current lieutenants and acting lieutenants, and (c) the orientation program should be completed by the end of the lieutenant's first year.

INTRODUCTION

The Derry Fire Department's supervisory structure consists of acting lieutenants, lieutenants, and captains. The shift captain is the ranking supervisor on duty. The captain is typically assigned to the headquarters station and is responsible for the operations of the duty shift. Lieutenants are assigned to the department's substations and are responsible for a single engine company and two personnel.

The position of lieutenant is the first supervisory position within the organization. For many within the department, the promotion to the rank of lieutenant is the first and last exposure they have with leadership authority and responsibilities. Not unlike many fire departments in New Hampshire, lieutenants are promoted from personnel currently employed by the Derry Fire Department. Promotional testing for lieutenant positions do not occur annually, but only when a position is vacant. Newly appointed lieutenants are not required to perform any orientation program prior to or after promotion that prepares them for their new responsibilities. There is a probationary period of one year for newly appointed lieutenants, however there are no mandatory criteria required to meet prior to the end of the one-year period. The organization's current culture maintains the belief that based on the prerequisites for promotional eligibility, the actual selection process, and the many years of previous exposure to the organization, upon appointment individuals are prepared to lead and supervise as lieutenants.

The problem with this belief is the frequent operational and supervisory error rates with newly appointed lieutenants and those assigned the role of acting lieutenant. The purpose of this applied research paper is to analyze supervisor orientation methods and identify criteria for a standardized officer orientation program for acting and newly

appointed department lieutenants. Evaluative research methodology is being utilized in order to answer the following questions:

1. What are the current department eligibility requirements for the positions of acting lieutenant and lieutenant?
2. What are the common errors made by acting lieutenants and lieutenants and during what period of time after promotion do most of the errors occur?
3. What impact would an officer orientation program have on decreasing the errors made by acting lieutenants and lieutenants?
4. How are other organizations addressing the orientation of newly appointed supervisors or managers?
5. What components are typically included in supervisor or officer orientation programs?
6. What would be the appropriate criteria and components for a lieutenant orientation program at the Derry Fire Department?

BACKGROUND AND SIGNIFICANCE

The Derry Fire Department currently employs fifty-two personnel. Located in southern New Hampshire, the department is responsible for emergency medical service response and transport and fire service activities. At any one time the duty shift consists of no more than fourteen personnel. Supervision and oversight is the responsibility of the duty captain. The two substations engine companies are the responsibility of a lieutenant or acting lieutenant. There are occasions in which the senior duty lieutenant may assume responsibility of the duty shift. This typically occurs when the duty captain is out due to an earned day or vacation.

There are currently seven lieutenants assigned to line work. There are also sixteen privates that are qualified for the position of acting lieutenant. These numbers have been relatively unchanged over the last fifteen years. At no time has there been a consistent orientation program that is required for acting lieutenants or lieutenants after assignment to those positions. Only over the last seven to ten years has any post promotion requirement for supervisor training been required. This consists of Fire Officer I and II certification offered by the State of New Hampshire Fire Standards and Training. The program follows the recommendations of the National Fire Protection Agency's standard for fire officer professional qualifications. This must be completed during the first year after promotion to lieutenant. Acting Lieutenants are not required to perform any supervisory or officer training after eligibility for the position. Acting lieutenants are privates that fill in vacant shift lieutenant positions when duty lieutenants are on vacation or are utilizing earn time.

In an attempt to improve the experience level of acting lieutenants and lieutenants, the department has raised the continuous length of service eligibility requirement for officers from three years to five years. There has also been limited orientation programs for newly appointed lieutenants. Unfortunately, only one current member of the officer corps has participated in such a program. Promotions since that time have not had that opportunity. The program was never duplicated or formalized.

There have been a number of events in the department's recent history that has created a distinct change in the role of the department's officers. This is especially true with the role of the lieutenants and acting lieutenants. The first is the restructuring of the working shift and the design of the shift work groups. Prior to 1985, there were three

groups, each working fifty-six hours a week. The profile of the work group was a single shift captain, two lieutenants, and a complement of up to eight privates. The personnel on each group were always assigned together. In 1985 the hours of shift work were reduced to forty-eight hours a week. In order to accomplish this, seven additional personnel were hired. Additionally, the three work groups of eleven were broken down into seven groups of six to seven personnel. Captains were assigned on four primary groups and one lieutenant assigned on each group. Groups or platoons as they are designated, do not work alone, but in rotating pairs. What has been a result of this work schedule restructuring is that lieutenants and privates report to two different captains. The prior system created a consistent work relationship between privates, lieutenants, and captains. Lieutenants also supervise two different platoons of personnel. It is not uncommon to not interact with the same two subordinates in any one week. Also, this occurrence can be compounded by the differing rotation schedules of lieutenants and privates throughout the calendar year.

The officers have been working under the new platoon assignment for close to thirteen years. Over this time there has been some cultural changes in the profile of both the management structure and department culture. Officers must now deal with equal opportunity, sexual harassment, labor, work environment, and worker's compensation issues. The department has had multiple changes in the administration. The most pronounced change is with the retirement of two chiefs and the restructuring of the deputy chief's position. Both department culture and management evolutions can be attributed to the expectations of society and of the community the department

serves. These have changed on how the officers, especially the lieutenants, must oversee and supervise their subordinates.

The department has increased the utilization of the acting lieutenant role. This position is a per diem position in which a private who has met the eligibility requirements for lieutenant promotion, but has yet to be promoted, fills in one of the two shift lieutenant's positions. This practice places a private in the supervisor's role at the departments out of town sub station. This occurs when the shift is down one lieutenant and the hiring of one is not required. The practice has been a cost saving measure implemented by the department's administration and has been in effect for most of department's recent history. Additionally, privates have been filling this role during responses of one of three primary engine companies. Previous to 1998, the shift captain responded to incidents in one of the primary engine companies. As of April of 1998, the shift captains respond in a command vehicle, while the remaining members of the company respond in the engine of ladder truck. A private, although is not recognized as an acting lieutenant, he or she does assume that role during the emergency response of that engine company. The private in this role has no supervisory functions within his or her station. The shift captain remains the duty supervisor at that station. Neither the acting lieutenant nor the private assigned to the officer's position on one of the primary engine companies participate or are required to participate in an officer's orientation program prior to or after being assigned this role.

The last significant change in the lieutenant's role came in the spring of 1998. The combination of budgetary shortfalls and the appointment of a new chief of department created substantial reorganization within the department. Three

administrative positions were absolved. These included the Administrative Lieutenant responsible for emergency medical service oversight and two fire prevention and inspection personnel. All three were reassigned to shift positions, filling vacated position created by the promotion of the chief and the decrease of line personnel due to extended injuries and retirements. The responsibilities of the three administrative positions were placed mainly with the lieutenants. The lieutenants are now involved in emergency medical service training and certifications, as well as performing in service fire inspections with their engine company personnel. These changes, along with the new role of the shift captains, have expanded the role of the department lieutenant's responsibility and oversight. Although the department identified these changes and notified all lieutenants of the changes, there has yet to be an officer orientation program.

The department is currently involved in the promotional testing process for two captain positions and up to two lieutenant positions. The department has the opportunity to evaluate the role of the lieutenant and create an orientation program for these newly appointed officers. The inclusion of current lieutenants and acting lieutenants in this program may resolve the conflicting role expectations and the lack of standardized performance objectives.

This research paper will evaluate supervisory and officer orientation programs and the potential components to be included in such a program at the Derry Fire Department. The concepts such as working as a team, organizational culture, and service quality presented in the Executive Fire Officer Program's Executive Development course will be included as to their potential and future impact of such a program.

LITERATURE REVIEW

The integrity of the company and its' efficient operations must be maintained and it is the duty of the company officer to see that this is carried out (McCormack, 1994). Preparing the company officer for this duty, the National Fire Protection Agency (NFPA) has identified fire officer qualifications that can be adopted by fire departments nationwide. Fire Officer Professional Qualifications, NFPA standard 1021 has delineated the classic supervisory functions of planning, organizing, staffing, directing, and fire ground control into Fire Officer I, II, and III (International Fire Service Training Association, 1989). The International Fire Service Training Association (IFSTA) has utilized the NFPA standard as the foundation for their training manual for company officers. Further definition of the traditional supervisory functions by IFSTA in their manual has resulted in a training outline utilized by state training agencies who offer company officer training programs. Included in the manual are the following:

1. Principals of organization
2. Organizational structure
3. Communications
4. Company as a group
5. Leadership as a group influence
6. Elements of management
7. Company motivation
8. Career counseling
9. Problem solving
10. Pre incident surveys

11. Fire ground management
12. Size up
13. Incident command and communication
14. Firefighter safety
15. Company officer liability

Fire Officer I and Fire Officer II are considered the supervisory levels of officership which pertain particularly with lieutenants and captains (Amabili, 1992).

The promotion to the rank of lieutenant is typically the first managerial assignment the firefighter has in their career. This assignment is one of the most pivotal, and many would argue, the most demanding. This is because it involves a transformation, a fundamental change in identity and viewpoint (Hill, 1992). It is recognized that it is the practice of most departments to promote fire officers from the ranks of firefighters (Brisbay, 1989). Firefighters have been exposed to supervision and at times may act in a supervisor role. Newly appointed supervisors through their experiences, as subordinates know what is expected of them as followers and what the job entails. However, although they have been supervised, they tend not to be sure what the supervisor is suppose to do, especially if they have not received any training (International City/County Management Association, 1995). Another demanding aspect of the new supervisor's role is the close association with the position they were just promoted from. Lieutenants and acting lieutenants directly supervise those personnel ranks that were previously their peers and co-workers. A supervisor in this sense is at the same time a member of the management team and a member of the work team. The newly appointed officer often feel conflicting pressures when they try to identify

both with management and their work teams (International City/County Management Association, 1995).

Lieutenants are intricate members of the management team. They oversee the individual employee's work and represent the work group on the management team. Indeed, one management expert claims that the point of contact between the employees and managers is at the most vital spot in management (International City/County Management Association, 1995). This contact point is responsible for getting the job done and keeping the work area safe and healthy. Lieutenants may also be responsible for developing firefighter's skills, keeping records and making reports, and encouraging teamwork and cooperation. The skills to fulfill these obligations are not required upon entry into the fire service or as a prerequisite to promotion to the rank of lieutenant. The fire service, however, is still promoting personnel without formal education for the position sought. Also, after all these years, we are promoting first and training later (McCormack, 1994),

Often, the best firefighter does not become that great of an officer (Brisbay, 1989). Many firefighters can fulfill their obligations and meet the objectives set forth, but are greatly ill prepared for the role of lieutenant. After promotion to the rank of supervisor, you are responsible for seeing that others do their work. For the first six months the person with new job responsibilities is under some pressure. Almost everything is being done for the first time (International City/County Management Association, 1995). This is true for the newly appointed lieutenant or acting officer. In a recent study of new managers, Hill (1992) observed that new managers learned through experience what it meant to be a manager. First, from their prior experience as an

individual contributor observing their managers at work, and then from their interactions with others while performing the functions and activities of management. Throughout the first year, the managers reframed their understanding of what a manager meant as they confronted the inevitable problems that came from their positions and the expectations of those with whom they worked with.

According to Hill (1992), training should be designed to provide managers with the concepts and distinctions they need to adapt to their new world. Hill found this training would work best if took place throughout the managers' first year. Hill also concluded that management development is not simply a matter of changing people's knowledge and skills, but involves changing their attitudes. In order to assist the new manager in this revision of attitude, the organization needs to delineate corporate policies and practices as they involve the new manager. The new manager must understand the corporate perspectives and anticipate problems they may encounter. According to Hill, management development is best described as an organization's conscious endeavor to provide managers or potential managers with the opportunities to learn and develop.

A new philosophy used for the selection of the fire company officer is that they must be better trained and educated as managers of firefighters, not merely the most senior firefighter available (Brisbay, 1989). However, we have devoted very little effort towards preparing the fire officer to become a manager outside the world of fire (Amabili, 1992). The Brookstone Company, a specialty products company based in Nashua, New Hampshire, has developed a modular training program for new members of management. Brookstone has one hundred and eighty stores located throughout the

country and employs over twenty-two thousand. According to R. McVeigh (personal communications, September 22, 1998), the manager of communications and training, the main objective of the training program is to provide tools for Field Managers that will help them develop basic skill sets to assist them in achieving both their professional growth and developmental goals and Brookstone's business objectives. The reason for the development of this program was the company's rapid growth and high turnover rate of the company's managers. There are eleven modules that must ideally be completed during the new manager's first six months. Of particular interest in the management development is the time management, writing effective performance appraisals, and management practices (R. McVeigh, personal communications, September 22, 1998).

Although the training program is self-paced, each module is evaluated and graded. Managers must pass each module with a score of at least of eighty-five percent. There is a policy for re-testing. There is a correlation between poor performances in the module training program and poor managers. This has been tracked by sales, shortages, turn over rates, and revues (R. McVeigh, personal communications, September 22, 1998).

The Portland, Oregon Fire Department has long known that its' officers need appropriate management and administrative skills to meet the challenges of contemporary fire management (Grewe, Jacobsen, O'Toole, 1981). In their study of management and administrative training of Portland fire officers, Grewe et al. (1981) found that virtually all Portland fire officer positions include significant management and administrative components. These are increasingly important as one progresses though the ranks. The recommended training program, which would improve management

training, consists of two main components. The first consist of educational courses to be completed by the end of each fire officer's probationary period. The courses are directly related to specific fire officer tasks and responsibilities. The second component is comprised of videotaped programs on specific fire officer management and administrative knowledge, abilities, and skills. Grewe et al. report that their study of management and administrative training of Portland fire officers points to the significance of the management and administrative portion of most fire officer positions and the importance of training to ensure that officers can carry out this portion of their positions effectively.

Training of newly appointed supervisory personnel is also paramount with Hadco Corporation of Derry and Hudson New Hampshire. The company is a worldwide producer of printed circuit boards with over eight thousand employees. According to S. Viafora (personal communications, October 7, 1998), a training specialist assigned to the manufacturing group in Hudson and Derry New Hampshire, all newly appointed managers must participate in the Fundamental of Supervision training program offered by her companies human resources department. This program includes policies and procedures, managing conflict, appreciation of individual differences, performance appraisals, and listening and communications. The program is performed within the first month of the new manager's promotion. S. Viafora also relayed that most of management is "soft skills" or people skills. These skills have been recognized by her company and will be formalized into a six to twelve month program for new supervisors after the initial fundamentals program.

According to S. Viafora (personal communications, October 7, 1998) there have been several benefits of management orientation and training since its inception in the spring of 1998. There has been an increase in new managers being mentored by senior managers and department heads to enhance those “soft skills” and management skills. Also, new managers understand what is expected of them and realize the new framework they are in. S. Viafora added that the people on the floor, the workers, appreciate the new style of management. Additionally, supervisors are involved in less day to day counseling and “hand holding” of the new managers.

Research tells us that all a supervisor has to do to become highly effective at supervision is to learn how to behave like an effective supervisor (International City/County Management Association, 1995). Fire organizations have the opportunity to involve newly appointed officers in the management process through officer orientation programs. It is indeed the goal of orientation to acquaint the individual with his or her new surroundings and make him or her feel comfortable with their new responsibilities (Nealis, 1985). Lieutenants and acting officers are in a pivotal point in both their careers and in management. We will have better officers, better organized fire companies, and better fire departments if we can put more into our company officer orientation programs and having firefighters trained to before becoming officers and having to learn by trial and error or through incorrect example (Brisbay, 1989)

PROCEDURES

Research Methodology

The desired outcome of this research project is to analyze and develop criteria for a standardized orientation program for acting officers and newly appointed lieutenants. The method utilized was evaluative research.

Research Question 1. Identifying the current department requirements was accomplished by gaining and evaluating the Derry Fire Department's 1998 published promotional criteria for the rank of lieutenant (Appendix A) and by reviewing the department's published job description for the rank of lieutenant (Appendix B).

Research Question 2. A questionnaire was forwarded to all current lieutenants (n=7, s=5) and acting officers (n=16, s=13) in order to identify profile information and operational and management areas which the participant had difficulty with or made errors in (Appendix C).

Research Question 3. In order to identify the impact of an orientation program for lieutenants and acting lieutenants, a literature review was performed. Also, two telephone phone interviews were performed with management training personnel of companies with supervisory or management training and orientation programs (Appendixes D and E).

Research Question 4. As with question 3, literature review and telephone interviews were performed. Additionally, the occurrence, type, and frequency of orientation and training programs performed by fire departments in New Hampshire of similar profile were gathered through telephone questionnaires. Orientation and training

programs of two additional fire departments and two private sector companies were forwarded to this researcher and were reviewed and evaluated.

Research Questions 5 and 6. Procedures utilized for questions 2 through 4 were the basis for the identification of components to be included in an officer orientation program and the components and criteria appropriate for use at the Derry Fire Department.

Assumptions and Limitations

The Derry Fire Department does not currently prescribe to a uniform, standard orientation program for newly appointed lieutenants and acting officers. It is assumed that any program that orientates these newly appointed officers would be productive and decrease operational and management errors.

The available criteria for a fire department based orientation program focusing on officers are limited. A majority of the literature review reveals numerous sources focused on initial training or on professional development of officers. Programs and criteria for supervisory orientation in the private sector is more readily available, but also limited.

Surveys of the department's lieutenants and acting lieutenants were performed, but the sample size for both groups was small. The department maintains only seven lieutenants and sixteen privates eligible for acting lieutenant status. In addition, the answers to the survey questions were based on the participant's personal opinion and experience. The scope of this research project did not include personnel in supervisory positions in the fire alarm division, nor did it include captains or administrative officers.

RESULTS

Answers to Research Questions

Research Question 1. The first step in identifying the impact of an officer orientation program is to recognize how prepared the officer candidate is for the position of Lieutenant or acting officer. The department's foundation was published for the 1998 promotional testing process (Appendix A). The criteria for eligibility for the position of lieutenant are as follows:

1. Five years uninterrupted service at the rank of Private
2. New Hampshire fire fighter level III or equivalent
3. Emergency Medical Technician – Basic
4. Instructional methodology
5. Hazardous materials – Decon level
6. International Municipal Signal Association technician level I
7. Course work in fire cause and origin

There is presently no requirement for Fire Officer I or II certification for promotional testing eligibility. However, this management and leadership course is required within the first year after promotion to the rank of lieutenant.

Personnel working in the capacity of an acting lieutenant must meet the same eligibility requirements as those for promotional testing for lieutenants. There is no consideration for any management or supervisory training such as Fire Officer I or II to be completed by personnel in the acting lieutenant role.

The department has issued a job description for all positions (Appendix B). Outlined is the nature of work, illustrative examples of work, education and experience,

knowledge, skills, abilities, and special requirements. Comparison of the eligibility requirements for promotional testing for lieutenant and the published job description reveals support of the eligibility requirements.

Research Question 2. The department's published job description for lieutenant recognizes the expected type of work the officer will perform. This job description also serves as the basis for those in acting in the role as an officer. In order to identify what areas a newly appointed lieutenant or acting officer has made errors in, a survey (Appendix C) was designed based on the operational and management or supervisory expectations found in the department's published job description.

The survey is divided into two main areas. The first section contains profile information on the participant. Questions include years as a lieutenant or acting officer, years of previous service prior to promotion and supervisory and orientation training. The second section is designed to identify what areas the participant had difficulty with or made errors in as a lieutenant or acting officer. The section contains questions regarding operations and management and leadership. Also, a question of what year in the rank did most of the difficulties occur is contained on the survey. To limit variation, all questions must be answered yes or no. One set of surveys were given to lieutenants and the second given to those qualified to perform acting lieutenant duties. Of the lieutenant surveys, seven were distributed and five were returned. The acting lieutenant returns were thirteen out of sixteen distributed.

The lieutenant survey reveals that of the eight operational areas, five were of difficulty, with the greatest being radio communications (3 positive responses). The other operational areas identified by the group were fire alarm systems, in-service

inspections, hydraulics, and knowledge of fire and high hazard areas in the districts. It is noted that operationally, the lieutenants as a group do not or have not had difficulty with their responsibilities of technicians. However, the areas of difficulty do relate to fire alarm and prevention functions. This correlates with the addition of this responsibility of the lieutenants, which has occurred over the last year.

Of the ten management and leadership areas, all ten were identified by the participants as a whole as having had difficulty with or made error in. However, some participants did not identify any more than one out of the ten areas. Although the survey population was low (less than a 95% confidence level), the results show that it is the management and leadership responsibilities that create more difficulty or potential for errors. These errors or difficulties occur, according to four of the five respondents, during the first year after promotion to the rank of lieutenant.

All the respondents have taken a company officer leadership course, which may account for less than expected errors in management and leadership areas. However, none of the lieutenants surveyed have been orientated through a formalized program to their position.

The surveys received from the acting lieutenants mirror the lieutenant survey trends. Out of the eight operational areas, six areas are identified as having difficulty with or made errors in. The largest areas were street, traffic patterns, and building and hydrant locations (5 of 13). Again the management and leadership issues are more prevalent with nine out of the ten areas identified. Areas with the highest incidence are the working relationship with subordinates and their captains, and evaluation guidelines and procedures for subordinates. Each is recognized by seven out of the thirteen

respondents. However, all other areas with the exception of enforcement of operating procedures, station routines, training, and the role of the acting officer had five or greater responses by the group.

Again, although six of the thirteen have had company officer training, eight of the thirteen recognize the first year as being the time period of greatest difficulty. Only one of the respondents had any orientation to his/her new position.

Research Question 3. Orientation programs impact an organization and can assist in meeting the potential needs of the company officer. Hadco Corporation finds that orientation programs serve several benefits to an organization and the individual manager. There is the potential for the building of a relationship between new managers and senior managers and department heads to enhance those “soft skills” and management skills. New managers understand what performance criteria they are expected to meet and require less “handholding” by supervisors.

A program performed in the first year of promotion has decreased the poor performance of newly appointed managers with the Brookstone Company. Performance has been tracked and reveals that managers that do poorly in orientation or who have failed to complete an orientation program have an increased error rate or difficulty with procedures. The literature review also reveals that programs that expose newly appointed managers to their new responsibilities reduce error rates.

Research Question 4. The City of Los Angeles Fire Department has developed an orientation program for all promotional ranks. The most recent program, recommended for implementation by the city’s human resource department and developed by the In-Service Training Section, is designed for all newly appointed fire

captains. According to the department, the purpose of the program is to provide fire captains the tools needed to immediately become productive, efficient, and effective. Fire captains are mandated to complete this program prior to or immediately after appointment.

The program is presented in eighty hours. Members are detailed to a training center ten hours a day for ten days. The program includes a wide variety of operational and management subjects. Specific attention is paid to issues related to human relations, sexual harassment, how to run a station and time management, relationships between officers, and leadership training.

The City of Concord, New Hampshire Fire Department has also developed an orientation program for the newly appointed fire officer. To be completed during the first nine months after promotion, the program utilizes Concord Fire Department standard operating procedures, National Fire Protection Agency standards, and City of Concord Evaluation guide and Non-Supervisory Evaluation forms as the standard references for items to be completed. Upon completion of each item the officer's battalions chief must acknowledge and sign off on the obtainment of the objective. As with the City of Los Angeles Fire Department's program, a wide variety of operational and management issues are included. Identified are the components of the roles and responsibilities of a fire officer within the organization. Some items are specific to fire ground and emergency service operations, while a significant amount of items are designed around the department's internal and external customers. Also, the ability to identify and complete all department documentation is included for evaluation.

Fire departments of similar size in comparison with the Derry Fire Department were surveyed for the presence of an officer orientation program and the content of each. On September 14, 1998, a telephone survey (Appendix F) was performed by contacting six fire agencies within New Hampshire which were of similar profile to the Derry Fire Department. Interviewed were either the chief, deputy chief or training officer of the organization. Of the six departments surveyed, four were of similar size and structure of the Derry Fire Department. None of these four organizations have or are in the process of developing an orientation program for newly appointed officers. The average years of service required for promotion to the rank of lieutenant were from three to five years. Only one required Fire Officer I and II by the end of the first year after promotion. None required it prior to promotion.

The two fire departments surveyed that are larger in structure than the Derry Fire Department are the cities of Nashua and Concord, New Hampshire. The Nashua Fire Department maintains a career force of more than one hundred. Although they have no formal orientation program, according to Roger Hatfield, Superintendent of Training (personal communication, September 14, 1998), a process of a two week management class and three weeks of mentorship is currently being used for preparing newly appointed officers for their new role. This is typically completed early in the new officer's first months of promotion. The Concord Fire Department's program has been previously stated.

Research Question 5 and 6. The basis for an orientation program is the adopted job description and performance objectives found within. An officer's job description consist of operational and leadership functions which includes managing

emergency operations, personnel issues, daily routines, and documentation.

Components included in an organization's officer orientation can be based on the organization's job description for the position the specific officer position. The areas of difficulty or errors made by Derry Fire Department officers are included as performance criteria in the current job description for the rank of lieutenant.

Each department and private sector companies, along with supportive information found in the literature review suggest that an orientation program designed to be completed prior to promotion or immediately after promotion is recommended and can be highly successful. The City of Los Angeles Fire Department's orientation program is completed at or immediately following promotion. The Concord, New Hampshire Fire Department completes the program over the first nine months. This is similar to the design of both the Brookstone Company and the Hadco Corporation.

The components consistent in both the Concord, New Hampshire and the City of Los Angeles Fire Department's, as well as in the Derry Fire Department's job description that should be included in an orientation program for newly appointed and acting lieutenants are summarized in Table 1.

Table 1

Components to be Included in an Officer Orientation Program

| | | |
|-------------------|---|---|
| Operations | Fire Alarm System | In-service Inspections |
| | Fire Ground Tactics | Knowledge of Fire and High Hazard Areas |
| | Communications | |
| Management | Department Supervisory Methods and Techniques | |
| | Occupational Safety | Working Relationships |
| | Role of Lieutenant in Department | Subordinate Evaluations |
| | Record keeping and Reports | Department Operating Procedures |
| | Station Routines and Maintenance | Training |

DISCUSSION

The fire service has yet to identify a standardized approach to officer orientation programs. This researcher finds only a few references on orientation programs for company officers and none specific to the rank of lieutenant. Most references pertain to initial training of officers or professional development. However, there is a distinct change in the role of the company officer, from that of being the senior most fire fighter and a jack of all trades, to a master of human relations (McCormack, 1994). This transition is occurring without preparing the company officer for his or her new roles and responsibilities after promotion. What little training is being done focuses more on fire ground strategy and tactics and not on the management and leadership duties of being a supervisor (Amabili, 1992). The Derry Fire Department does not stand alone in failing to recognize the importance of an orientation program. Of the six departments of similar profile in New Hampshire, only one has implemented a structured, ongoing orientation program for newly appointed officers.

Again, research tells us that all a supervisor has to do to become highly effective as a supervisor is to learn how to behave like an effective supervisor (International City/County Management Association, 1995). This begins with the organization's support of standard criteria to become eligible for officer promotional testing. Not unlike private industry, most line supervisors come from personnel currently employed by the organization. The department has the ability to set and instill the expected performance and terminal objectives of each role in the fire department. The department should encourage attendance in those courses of study that set the foundation of leadership and management for future promotion.

Officers that possess the ability to weigh and decide priorities will be a major asset to the department (McCormack, 1994). Leadership training prior to eligibility for promotion allows for this attribute to be second nature, along with opportunities to be placed in acting officer roles. The Derry Fire Department currently places individuals in this role, unlike the other six New Hampshire departments of similar profile. This can be successful, but as revealed in the survey of acting officers, the lack of any formal orientation program has created errors or difficulties with the responsibilities expected of them in this role. This may attribute to the performance confusion that occurs after these individuals are actually promoted to the rank of lieutenant.

The difficulties or errors that present lieutenants make during the first year can be correlated with the lack of an orientation program. This is seen in the period of time after the promotion occurs and the frequency of errors. Many new supervisors seem to encounter similar problems and to make similar mistakes (International City/County Management Association, 1995). Not unlike information revealed by Hill (1992), most of these errors occur during the first year of supervision. It is not productive to the organization, nor the new officer, to make mistakes or be reprimanded for performances that could be prevented by orientation.

The components of an orientation program must be connected to a recognized job description for the rank of lieutenant. Departments that design performance criteria and job descriptions for the various positions within their organization should take a proactive role in preparing personnel to meet the criteria and expectations. By analyzing the job description, the department can prepare a plan, a program, for meeting the potential company officer's needs (Brisbay, 1989).

In order to bring the process of preparation, selection, performance criteria, and the orientation program together, a specific timetable should be designed for the completion of an officer orientation program. A majority of mistakes made by newly appointed and acting lieutenants occur during the first year. An orientation program would work best if it took place in an identified and structured program throughout the manager's first year (Hill, 1992). The actual design may take place in multiple sessions, as a self paced program, or in one comprehensive course, but it must be completed in a way to be effective and linked specifically to fire officer management, administrative tasks, and responsibilities (Grewe, Jacobsen, O'Toole, 1981).

Little is done to prepare newly appointed officers to be good managers and supervisors (Brisbay, 1989). Company officers must have the basic aptitude, education, experience, and department support to achieve the objectives of the department's customers, supervisors, and crew. Fire officers must be aware of contemporary concerns of human relations such as increased emphasis on professional development, the health and safety of the individuals within their command, and the officer's legal responsibilities to the men and women in the department and the community they serve (McCormack, 1994). The Derry Fire Department is responsible in preparing the organization and its' lieutenants to meet these needs. A lack of a tool to prepare them for this ever-changing role will be detrimental to the officer corps, the organization, and the people of the community.

RECOMMENDATIONS

The Derry Fire Department, along with other fire organizations, should incorporate an orientation program for each progressive rank within the organization,

especially the lieutenant rank. Identified as a pivotal component of an organizations commitment to supervisor development, a well designed orientation program that is linked to a position's job description and performance objectives will prepare the newly appointed or acting lieutenant for his or her new role. For an orientation program to be successful and meaningful, it should be accomplished prior to or immediately following promotion. The first year period following promotion has been identified as the most difficult. The completion of the orientation program should be within that year and no later. Components of the program should be the operational and leadership areas that historically have been the most difficult to adjust to.

As with the Portland, Oregon Fire Department, an organization should assess the need of an orientation program by sampling the fire officers and firefighters on their perceived management and administrative training needs, evaluating personnel position job descriptions, analyzing the training necessary to meet the knowledge, abilities, and skills of the job descriptions, and developing a program that is appropriate for each (Grewe, Jacobsen, O'Toole, 1981). This research evaluated what errors or difficulties department lieutenants and acting officers were experiencing and when. It was also important to identify how other organizations, both private and public sector, address preparing newly appointed managers for their new responsibilities. Future readers can utilize these procedures to identify what components and criteria should be included in their organization's officer orientation program.

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APPENDIX A

Derry Fire Department – Promotional Criteria and Evaluation Process

Position: Lieutenant

Entry Criteria

- Five years uninterrupted service at the rank of Private.
- Fire fighter Level III or equivalent.
- Emergency Medical Technician – Basic.
- Instructional Methodology (fire or EMS).
- Hazardous Materials Decontamination.
- IMSA Technician Level I.
- Course work in fire cause and origin.

Testing Criteria

- | | |
|--|--|
| <ul style="list-style-type: none"> • State of New Hampshire Physical Ability Test | Pass/Fail based upon maximum time of 11:30 minutes. |
| <ul style="list-style-type: none"> • Written Examination | Pass/Fail based upon total score of 80%, minimum score in each section of 70%. |
| <ul style="list-style-type: none"> • Assessment Center | Ranking based upon total performance of all assessment exercises. |
| <ul style="list-style-type: none"> • Interview Panel | Ranking based upon performance before interview panel. |

APPENDIX B

Derry Fire Department – Lieutenant Job Description

NATURE OF WORK

This is supervisory and technical fire fighting work supervising fire fighter, emergency medical technicians and paramedics in the completion of routine and ongoing daily duties, as well as, emergency response to fire and rescue activities. The Lieutenant is typically assigned a specific shift or work unit of uniformed personnel to supervise and functions as the officer in charge of one of the Derry Fire Department's sub stations.

Work involves responsibility for taking immediate command at a fire scene until relieved by a superior. This position may also assume some responsibility for an area of specialization in support of the department's mission. Incumbents also provide input to superiors regarding planning, departmental organization and administration. Work is performed under the general direction within established policies and procedure, and is reviewed through observations and reports for results obtained.

ILLUSTRATIVE EXAMPLES OF WORK

(The following are illustrative of the duties and responsibilities associated with this position and are not intended to be all-inclusive.)

Supervises fire fighting and emergency medical response personnel on a shift; prepares daily activity sheets and schedules, and supervises personnel in the accomplishment of all daily tasks planned; lead subordinates in work efforts in a fashion which motivate optimal performance.

APPENDIX B

Derry Fire Department – Lieutenant Job Description

Responds to fires, medical emergencies and rescues and assumes command operations at the scene of such situations, directing personnel according to established department procedures until such time as relieved by a superior officer; makes decisions regarding tactics and methods used in fire and rescue situations and participates in fire fighting and rescue efforts at the scene.

Plans and coordinates activity in an area of specialization for special projects as assigned by a senior officer; participates in those special tasks and provides input into the planning, budgeting and training of his area of specialization.

Responsible for insuring an on-going program of training for all assigned shift personnel; works with other officers in the development and implementation of a training program.

Directs the cleaning and maintenance of quarters and inspects personnel and maintains discipline; maintains records on the performance of personnel and performs evaluations and reviews of personnel; trains personnel in safety measures and ensures continuing adherence to department safety standards.

Directs the maintenance and repair of station, equipment and vehicles; insures that all equipment is in good working order and clean; insures that appropriate repairs or rehabilitation of equipment is undertaken, either by personnel or vendors as appropriate; reports problems to superior officers and proposes solutions.

APPENDIX B

Derry Fire Department – Lieutenant Job Description

LIEUTENANT

Participates with superior officers in the formulation of department policy and procedures and may assume the duties of these superiors.

Participates in and maintains responsible community relations activities; interacts with personnel from other fire department on interagency matters of cooperation and coordination; interacts with personnel from other Derry departments on selected matter pertaining to Town affairs.

Performs related work as required.

EDUCATION AND EXPERIENCE

Graduation from high school, with at least five years of uninterrupted service with the Derry Fire Department as a fire fighter/EMT. Prior experience as a paramedic is desirable. Must also have achieved status as a Fire Fighter III for the State of New Hampshire, and have completed successfully courses in instructional or training methodology and in the Incident Command System. Designation as a “Company Officer” by the State is highly desirable. Must successfully pass State test for eligibility for appointment as a Lieutenant. Possession of a valid New Hampshire Operators License required.

During career tenure, must maintain State certification as an Emergency Medical Technician or Paramedic.

APPENDIX B

Derry Fire Department – Lieutenant Job Description

In lieu of the above, any equivalent combination of training and experience that provides the following knowledge, ability and skills may be considered at the discretion of the Town.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of street, traffic patterns, building and location of fire hydrants in the Town.

Considerable knowledge of fire fighting, fire prevention techniques and emergency medical and rescue procedures.

Considerable knowledge of fire apparatus and equipment and its use, hydraulics and the combustion properties of various materials.

Considerable knowledge of fire service occupational safety procedures and state, local and federal laws are needed.

Knowledge of supervisory methods and techniques.

Ability to train, instruct, lead, supervise and review the work of subordinates.

LIEUTENANT

Ability to communicate effectively, orally and in writing.

Ability to maintain records and prepares reports.

Ability to establish and maintain working relationships with others.

APPENDIX B

Derry Fire Department – Lieutenant Job Description

Ability to meet such physical requirements as may be established by competent authority.

Skills in the operation of fire equipment, tools and apparatus.

NECESSARY SPECIAL REQUIREMENTS

A person eligible for appointment as a Lieutenant will first be appointed as an Acting Lieutenant for a one-year period.

APPENDIX C

Lieutenant and Acting Lieutenant Survey

Please answer all of the following questions. This is an anonymous survey.

LIEUTENANT

| | | | | |
|--|---------|----------|-----------|--|
| Years as a Lieutenant | ÿ 1 – 5 | ÿ 6 – 10 | ÿ 11 – 15 | ÿ 15 - 20 |
| | | | | |
| How many years were you a private before you were promoted to the rank of Lieutenant? | | | | |
| | | | | |
| Have you taken Company Officer I and II? | | | | <div style="display: flex; justify-content: space-between;"> ÿ yes ÿ no </div> |
| | | | | |
| Have you ever participated in a formal department orientation program for the acting officer position. | | | | <div style="display: flex; justify-content: space-between;"> ÿ yes ÿ no </div> |

Of the following, which areas have you had difficulty with or made errors in, as a lieutenant?

| Operations | | |
|---|-------|------|
| Fire alarm systems of Derry | ÿ yes | ÿ no |
| Department fire ground tactics | ÿ yes | ÿ no |
| Department in-service inspections | ÿ yes | ÿ no |
| Street, traffic patterns, building and hydrant locations | ÿ yes | ÿ no |
| Radio communications and procedures | ÿ yes | ÿ no |
| Department apparatus and equipment | ÿ yes | ÿ no |
| Hydraulics | ÿ yes | ÿ no |
| Knowledge of fire and high hazard areas of Derry | ÿ yes | ÿ no |
| Management and Leadership | | |
| Fire and Department occupational safety procedures | ÿ yes | ÿ no |
| Working relationship with Captain and subordinates | ÿ yes | ÿ no |
| Department supervisory methods and techniques | ÿ yes | ÿ no |
| Role of lieutenant in the department | ÿ yes | ÿ no |
| Subordinate evaluation guidelines and procedures | ÿ yes | ÿ no |
| Application of directives and orders | ÿ yes | ÿ no |
| Department records and reports including NIFRS | ÿ yes | ÿ no |
| Adherence and enforcement of department SOP's | ÿ yes | ÿ no |
| Station routines and maintenance | ÿ yes | ÿ no |
| Training subordinates | ÿ yes | ÿ no |
| | | |
| What year as a lieutenant did most of your difficulties occur? ÿ first ÿ second ÿ third | | |

APPENDIX D

Private Sector Questionnaire – Brookstone Company

| | |
|-------------------------|--|
| Date of Contact: | September 22, 1998 |
| Company: | Brookstone 17 River Road, Nashua, New Hampshire |

| | |
|------------------------|---|
| Representative: | Rhoda McVeigh, Manager of Communications and Training |
| Department: | Human Resources |

| | |
|---|---------------------------------|
| Number of Employees: | 2200 |
| Number of Stores: | 180 – Located throughout U.S.A. |
| Training program for new management personnel: | yes |

| | |
|--------------------------|--|
| Program Overview: | <ul style="list-style-type: none"> • Formula type company – based on consistency • Program is modular – self paced – performed during first 6 months • Reason for implementation – rapid growth • Prior to 1992 – All new training was performed in Nashua – now at stores • Program success – Track sales, inventory shortages, performance, and turn over rates of managers • Poor performance – linked to poor managers and poor outcomes in orientation program • Assessment criteria – prior to consideration - Critical thinking, problem solving |
|--------------------------|--|

APPENDIX D

Private Sector Questionnaire – Brookstone Company

Program Overview:

- Self – Paced program includes the following areas -
- Store opening and closing
- Flow of merchandise and paperwork
- Interviewing and hiring
- Loss prevention
- Time management
- Gross margin
- 4 Wall Contribution
- Transactional scheduling
- Writing effective performance appraisals
- Management practices
- Mission statement

APPENDIX E

Private Sector Questionnaire – Hadco Corporation

| | |
|-------------------------|--|
| Date of Contact: | October 7, 1998 |
| Company: | Hadco Corporation Hudson, New Hampshire |

| | |
|------------------------|------------------------------------|
| Representative: | Susan Viafora, Training Specialist |
| Department: | Manufacturing Group |

| | |
|---|---------------------------------------|
| Number of Employees: | 7000 to 8000 |
| Number of Sites: | Located throughout U.S.A. - Worldwide |
| Training program for new management personnel: | yes |

Program Overview:

- Fundamentals of Supervisor Training – Human Resource Based – Developed in 1998
- Performed in the first Month after promotion
- Program consist of Fundamental , Policy / Procedures, Managing Conflict, Appreciation of Individual Differences, Performance Appraisals, Listening and Communications
- Department training – mentoring supervision
- Most management comes from within organization
- Most management – “soft skills” – people based not hands on
- Individuals are evaluated in three months – evaluation on performance as a whole

APPENDIX E

Private Sector Questionnaire – Hadco Corporation

Program Overview:

- Benefits – People on the floor appreciate new style, less day to day “hand holding”, people understand new framework.
- Changing supervisor role - management skills more important than technical skills
- Human Resources developing a formalized program for new supervisors – will take place during first 6 to 12 months
- More specific time tables: soft skills (1 month), mentoring (1 month), engineering (1 month), production control (1-2 weeks), budgeting (1-2 weeks)

APPENDIX F

Survey of New Hampshire Fire Departments – Profile Summary

| Department | Contact | Career | # of Personnel | Lieutenant Rank | Acting Lieutenant | Official Orientation Program for Lieutenants | Eligibility Requirements for Lieutenant promotion |
|------------|---------|--------|-------------------|--------------------|----------------------|--|--|
|------------|---------|--------|-------------------|--------------------|----------------------|--|--|

| | | | | | | | |
|-------------|--------------------|-----|----------|---------|-----|----|--|
| Hooksett | Chief Leduc | Yes | Under 50 | Yes – 6 | Yes | No | 5 years |
| Dover | Captain Duquet | Yes | Under 50 | Yes | Yes | No | 3 years FO I and II – first year |
| Salem | Deputy Stone | Yes | 50-75 | Yes | No | No | 3 years FF – Career |
| Londonderry | Deputy Carrier | Yes | Under 50 | Yes | No | No | 4 years FF- Career |
| Nashua | Super. Hatfield | Yes | 100+ | Yes | No | No | 4 years |
| Concord | Chief Dion | Yes | 76-100 | Yes | Yes | No | 3 years FO I and II – first year |

* Similar Profile and Size as Derry Fire Department